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National Congress of Mothers Magazine

Vol. I

DECEMBER, 1906

No 2

"ALL WORK AND NO PLAY MAKES JACK A DULL BOY."

BY MRS. FLORA ANNIE STEEL.

That is the proverb of a past generation. Nowadays there is little need for it. We are so given over to the fatal habit of making for our children a little Paradise of their own, wherein work is not, and where the lion, so to speak, lies down with the lamb.

Whether we are right in thus creating a child's atmosphere in our nurseries and our schools, whether it is wise to treat childhood as having a status of its own, and not as being a state of preparation for that status, is another question; but the fact remains that, while children of all sorts and sizes have enough education, we leave to them nowadays few responsibilities, and give them no training whatever that will help them to stand alone in this work-a-day world.

They are children! Even in our schools their hands must be soiled by no labor, their minds must be touched by no sordid care for themselves or for others, until they are fourteen. Then comes the change! Then, without one ounce of preparation, without one scrap of habit, girls and boys alike are turned into the cold world. What was vice on their part one day, becomes virtue the next. They are left to sink or swim, as they can.

Whether, I say, we are right or not in thus setting the hard and fast line of age between the work of school and the work of the world, there is little doubt that our present system makes young people younger for their age than they were in my days.

I had a boy, two years ago, apprenticed, at the age of fifteen, to my gardener. He was a town-born, suburb-bred boy, who had gone to agricultural classes, and came down full of high and keen endeavor, which the very first washing of pots—the garden boy's

first duty—dissolved into tears. He had expected a gardener's life to be passed in a hot-house, fertilizing peaches with a paint brush, or snipping off the faded blooms of *Odontoglossum spectabile*, or some such orchids.

He is now, after two years' apprenticeship, trying for a porter's place on the railway, the chief attraction of which is the "wait between trains." He told me so frankly. He does not like work, and starts in life with the intention of doing as little of it as he possibly can honestly; for he is a good boy, and seeks only to get as easy a bargain as he can. Now, he is typical of a very great portion of the rising generation. We have taught them steadily, since they were born, to dissociate work from play, and the result is that they honestly try, and think themselves justified in trying, to get as little work and as much play as they can.

Just as the school bell rang out another and yet another quarter of an hour or twenty minutes, during which "play" was master; so, in their future life, they claim what is called leisure, and fight for concession after concession of "time to themselves." There is legislation which practically asserts work is a hardship, that a man has a right to two-thirds of his life for himself and his pleasures. It is pleasure, leisure, play, freedom, against work.

Let us try, therefore, to find out what work is. At the first thought this becomes evident. Work is not a stable standard. What is one man's work may be another man's play. My cook cooks because she is paid for cooking, and tries to make a favor of it at that. I cook because I like it, because, in other words, it is a pleasant occupation of my time. But I also play the piano and read books and sweep the stairs and harness the horse and dig in the garden, because it is a pleasant occupation of my time.

"Ah! but it is not a necessity for you to do this; you do not do it for money," some will say.

True, but is the fact that your pleasant occupation is a necessity, not only for you, but for the comfort of others, the poison drop which destroys the pleasure of the occupation? Would you rather do work that was useless?

No! The whole difficulty arises from our daily increasing differentiation between work and play. Practically, they both reduce themselves to the same terms. They are occupations, nothing more nor less. It is not everyone who likes bridge; it is not every-

one who would care to be a night porter; but in both cases one can imagine that some people would care to spend their time in one of those ways. So far as I can see, therefore, work is simply the occupation which we don't want to do, and play is the occupation which we *do* want to do.

Now, liking and not liking, wanting and not wanting, are more purely matters of habit than anything else in the world. The organism soon accustoms itself to its environment, and a child brought up to consider nothing as work or play, but all things as occupation, more or less intelligent, would find life easier to him than our children do now, who, from their earliest years, are deliberately taught that they may play now, but must work by and by, work and play being thus set in antagonism to each other. Now, there is really no necessity for this, and yet this antagonism lies at the bottom of what everyone must confess is the growing desire for leisure amongst our younger generations. On all sides comes the cry: "They do not know what work is."

Think for an instant of the difference in life to these children if, instead of being so burdened with the sense of the drudgery of work, as they are now, they could really look upon that work as, in its way, as amusing as play! And is there any reason at all, save our own stupid unreason, why they should not regard it so? None.

Healthful exercise of muscle is to be found as easily in scrubbing a floor or blacking boots as in blind man's buff, let alone half-an-hour's calisthenics. It would be of infinite value to teach children to wait upon themselves and to take a pride in waiting upon others.

At present our children wake, are dressed, are allowed to play, have breakfast, and then suddenly are called upon to be sober, to come to work, to learn. Then, as suddenly, they are released to play. Later on they are called to work again; and so on, until one begins to understand the craving that besets all classes nowadays to get away for the briefest holiday from the actual environment of work. One begins to see why, amongst the poorer folk, half a holiday is lost in excursion trains in the determination to play with a vengeance. And one begins to understand, also, the long-lingered desire of the young to remain in a world where nothing is desired of them. But the young of all animals, we shall be told,

are playful. Is this so? Surely not in the meaning which we attach to play. Think how soon the calf, the lamb, the kitten, the puppy take the work of life on their shoulders. Think even how, from the very first, the play of young animals is educative. A family of puppies will hide, and chase, and spring at each other, until one day they come on a young rabbit, and then their play merges into an earnest which is even more interesting.

But the whole question of work and play resolves itself into our attitude towards childhood. Are we to say, "He, or she, is a child," as we should say, "He, or she, is a man or woman"? That is, something concrete, full grown, of definite stature. Or are we to say, "He, or she, is yet only a child"?

Of course, the majority of us will assert roundly that we invariably think of our children as those who are to be brought up to man's or woman's estate; but do we act as if we thought so?

Certainly not. The majority of our well-to-do parents do not use the time of youth as a period for the formation of an interest in all the details of life. They keep these details, these responsibilities from the young shoulders as long as they can. And by so keeping them they turn aside the course of nature. They pervert the period of youth, when all new things are of equal interest to the young, from being a period of experimental learning into a period of pure amusement. It is a great pity, and it is doing our children a great wrong. For a few short years of animal enjoyment we are giving them many long years of irksome labor. We are dissociating work from play so absolutely, we are drawing so keen a knife between them, that in future years very few will be able to say, as I can truthfully say to-day, that I have never done an hour's work in my life. And yet, I doubt if there be many women through whose hands more doing has passed.

But even without the heresy of making children work during their childhood, it would be possible to soften down the hard and fast line between play and work which the world is drawing so busily to-day.

We are turning out of our schools every day thousands of boys and girls whose time since they were three has been measured out by the beat of a bell into work and play, who have never learned to please or amuse themselves by a display of energy, and whose idea now that they have to support themselves by energy, is to reduce it

to a minimum for themselves, and enlarge it to a maximum for others. Boys and girls who would stare if you told them that good work cannot be paid for, who spend all their work on their play, and never by any chance take play into their work. And yet, mark you, that man is a slave who works against the grain. The old Anglo-Saxons were wiser by far than we of this twentieth century. They saw that "play" not only required mind and body to be busied, to be actively engaged, but that both mind and body must be wont, accustomed to the occupation. Here is our fault. We keep our children from being accustomed to anything of the nature of work, and then we elders, with a very few exceptions, wonder, when our children grow up, that they do not find their play in their work.

I do not wonder at all. I never see fond parents glorifying in the childishness of their children, but I pity the children. Their childhood is wasted. By-and-by they will be turned out to work for themselves, and the mere name of work will be to them irksome. And if this be food for tears to those who have not to fall back on manual labor, think what it must be to those who have so to fall back on it. Think of a boy or girl withdrawn from the absolute irresponsibility of school life at sixteen, removed from the pleasing alternations of so-called work and play, deprived of the daily companionship of other light-hearted irresponsible creatures; planted out at service or in apprenticeship where, for long hours dejected, tired, in the truest sense of the word slack, they have to work at something which does not interest them in the least, which has no element of play in it. Can anyone be surprised that the cry goes up from all sides, that the world is given over to playing, that work remains undone? It is the secret of half the difficulty of finding occupation for people nowadays. They give so little, they ask so much, and so the cost of production rises. And yet if work be as the world now holds it to be, something done against the grain, something done for money, to be paid for to the uttermost farthing, then an Eight Hours Bill is all too little. Six hours, four, two, would fail to give the relief that is needed, since it may safely be said that no man should ever work unless he can put every atom of himself heart, soul, and body, intelligence—all that there is of him—into his labor. There must be no work that is not play, and the trades unions by fixing a limit of production, one and the same for all

workmen, are simply trying to carry the tactics of the nursery into real life.

To be practical, however, what is the outcome of all this? What can parents do now, at this time, to ensure that all play and no work will not make their Jacks and Jills dull boys and girls?

To begin with, they must give up the constant effort to keep children in a world of their own. Childhood is a preparation. Every hour, every day of it, has its appointed task in fitting the young to take its place in the world, stronger trained, altogether better equipped for life's journey than the parents were. To do this, it must learn to love occupation; and love is a matter of habit. It must not be sacred from all responsibility, and, above all, it must be taught to exert itself.

Childhood is more than the amusement of the parents, the amusement of the children. It is nature's time of preparation, and it is grossly unfair of anyone who has the charge of children to allow them to grow up in a fool's paradise of irresponsibility, and then, without a day's warning, to turn them out to perform duties which they look on as work—that is, an action which has to be performed grudgingly for the sake of the ultimate sixpence.

—*Parents' Review.*

THE CHRIST-CHILD.

On other days we see our risen Lord,
Who sitteth at the hand of God, but when
The year grows old, one blessed hour breaks,
And unto us a Child is born again.

The three Wise Men we follow, see with them
The whiteness of the night, and hear the strains
Of music not of earth; a star shines out
And marks a silver pathway o'er the plains.
We find the dim-lit manger, gaze upon
One little face that lights up all about.
Oh Christmas Child, how dark must be that inn
Which had so many guests it shut thee out.

—From Verses by Bertha Gerneaux Woods.

MOTHERS' AND CHILDREN'S BUILDING AT JAMES-TOWN EXPOSITION ASSIGNED TO NATIONAL CONGRESS OF MOTHERS.

The Board of Governors of the Jamestown Exposition has given to the National Congress of Mothers the two cottages which have been erected for the use of mothers and children at the Exposition.

These cottages are very attractive, and are located near the main entrance, facing Hampton Roads. A fine sand beach will give opportunity for bathing and playing in the sand. Broad verandas and shaded grounds provide ample room for play and games.

The Children's Building will be a safe and wholesome place for children whose parents desire to have them cared for while they visit the Exposition.

The building will be equipped with a model nursery, a lunch room for milk and simple food, and a kindergarten.

Nurses will be in attendance to take charge of the children.

The Mothers' Building stands separate from the children's, but a veranda connects them.

In this cottage there will be a library and reading-room, fitted up with books of interest to mothers and children. A large room will be used for daily conferences on subjects relating to the welfare of childhood in the home and community.

It is hoped every State will have a day, when the needs of its children will be the topic of discussion.

The Congress will endeavor in these conferences to further the establishment of parents' associations in schools, juvenile court and probation in every town; child-labor laws, day nurseries, playgrounds, vacation schools, teaching speech to deaf infants, manual training, kindergartens, and every movement in behalf of child and home. It will use the opportunity afforded by the Exposition to stimulate a deeper interest in the welfare of children throughout the nation.

A PARENTS' AND TEACHERS' INSTITUTE.

The Parents' and Teachers' Club of the Heston School, Philadelphia, recently inaugurated a new movement in holding for three days a Parents' and Teachers' Institute in the assembly room of the school. Teachers' Institutes there have been for many years, and the Mothers' Congress may, perhaps, be called a Parents' Institute, but to hold five sessions in a school building, presided over by three different Supervising-Principals and addressed by teachers, parents and educators, surely marks a great advance in the "Home and School" idea.

Some readers will remember this as the same school in which the mothers, tiring of having their children in an old unsanitary building, appeared in a body before City Councils and obtained an appropriation for the new building which had been refused to their local Board of Education.

So progressive an organization was sure to make a success of their Institute. The meetings were all well attended and the discussion showed intelligent interest in problems connected with school-children.

"The Mistakes of a Father I Knew," "Helps in the Home," and "The Fine Art of Making a Child Bad" were some of the pertinent subjects.

The sessions began with a large meeting Thursday afternoon, October 11. The building was beautifully decorated with flowers and flags, and great branches of the dogwood with its crimson leaves and scarlet berries stood in almost every corner. After the meeting, chocolate and delicious sandwiches and cake were served in the long school corridor. There was another meeting on Thursday night, two on Friday and the final one Saturday evening. The interest did not wane, the Saturday night meeting being one of the best. May the good example of the Heston School be followed all over the country.

NATIONAL CONGRESS OF MOTHERS LITERATURE.

Reports for 1897, 1898, 1899 and 1905, fifty cents each; 1904, twenty-five cents. Book Lists for Mothers, ten cents. Book Lists for Children, ten cents. How to Organize Parents' Auxiliaries in the Public Schools, ten cents. Valuable loan papers for Circles, who cannot obtain speakers, can be secured for ten cents. Send all orders for literature and loan papers to Mrs. E. C. Grice, 3308 Arch Street, Philadelphia.

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THE PRESIDENT'S DESK.

THE DIVORCE CONGRESS.

The Divorce Congress, which met in Philadelphia in November, was a gathering of deep significance to those who see the evils which are caused by the lax and varied laws concerning divorce in different States.

The call for the Congress emanated from the Governor and Legislature of Pennsylvania, and it is gratifying that questions concerning home and society are enlisting the attention of legislators.

Nearly all States were represented.

Some of the provisions agreed on for the new law were as follows:

Soliciting by attorneys to secure divorces to be prohibited and a fine of a thousand dollars to be imposed, or imprisonment for a year, or both, if convicted of such solicitation by advertisement, circular or otherwise.

All suits for divorce should be brought and prosecuted only in the State where the plaintiff or defendant had a bona fide residence.

Hearings and trials to be before a court, and not private.

Remarriage not to be permitted until the lapse of a reasonable time.

Divorce to be of no effect if obtained in another State for a cause which would not authorize a divorce under the laws of the State in which the parties reside.

The Congress stated its desire to see the number of causes

for divorce reduced rather than increased, and recommended that no additional causes should be recognized in any State; and in those States where causes are restricted, no change is called for.

The Congress then adjourned *sine die*, having completed the work for which it was called together, but not without an expression of the hope that a similar effort might be made to unify the marriage laws of the various States.

Each State delegation returned to its home State pledged to prepare and present a bill to the next Legislature embodying the points on which all were agreed.

Divorce is a result, and to prevent it, it is necessary to study the causes. Legislation may regulate it, but it can only be checked by systematically teaching our boys and girls that marriage is sacred and permanent; that purity of life and thought are qualities demanded of both men and women, and that only true, unselfish love can warrant marriage.

There is also the necessity to give to young people the idea that the aim of life is not the pursuit of personal gratification or happiness, and that, in marriage, there is a duty to the community and to children, which must be regarded.

When parents talk seriously to their children on this subject there can be no doubt that marriage will not be entered as lightly as it is.

It is not too early to talk with boys and girls of fifteen or sixteen about the sacredness of marriage, teaching them that it may be the crowning joy of life if it is a union blessed by pure love and a dependence on divine guidance.

They should also know that the adjustment of two lives into one cannot be unattended by some friction.

The divine teaching concerning marriage cannot be too strongly impressed on the minds of the young.

Parents owe a duty to their children in this regard, which is not realized until too late. The intimate relation between parents and children in their teens is very necessary to the safety of the children.

To know their friends, to keep in touch with them, to bring young people together in frank, wholesome companionship in the home circle, is to do much to prevent unfortunate attachments.

Where boys and girls are compelled to seek their friends out-

side of home, where only light and flippant references are made to love and marriage, it is not strange that, on entering the most sacred relation of life, they do so with no true conception of what it should be.

Mothers who say, "My daughter must marry a rich man," or mothers who seek a title, degrade marriage and bring misery and sorrow to their children.

No money or title can make up for the love and esteem for personal qualities, without which there is no real marriage.

The sorrows of Countess Castellane and the Duchess of Marlborough are conspicuous examples of the misery which comes from alliances based on motives other than self-sacrificing devotion and love. A true man, a true woman is worth more than money or titles.

Outward splendor counts for nothing when sorrow is eating out the heart.

Ambition for one's children too often causes parents to plan brilliant marriages for them, forgetting that the real values of life relate to character, which is the only sure basis for happiness.

FROM THE SECRETARY'S DESK.

"We never grow tired if we can see far enough."

The above quotation holds the reason for giving extracts from letters lately received. That the workers in the Congress, from their several viewpoints, may catch a glimpse of the far-reaching influence of the work and, having caught this extended view, take fresh courage and go forward with renewed energy.

From the Middle West comes the request for Congress reports of 1897-98-99, with the words:

"I loan them to other mothers in my neighborhood. We all are benefited by reading these Reports. We derived so much help from the Report of 1905. I read it and then passed it around among my neighbors. All praised it very highly, and one woman said she read the book over and over, almost unwilling to give up the loving advice it contained. She felt she needed just such help. We like good reading. We live in the country between _____ and _____. Such good literature as the Mothers' literature is scarce in the West."

In reply to a request for help in planning a year's program for a New England Circle came a note of thanks for a package of "Year Books" belonging to other Circles of former years. We are glad to pass on this part of the note as suggestive to other workers.

"We have one idea which I see on no other card; that is, a 'Housekeepers' Meeting,' which brings in touch those not necessarily mothers. We take some branch of cookery and have a discussion or paper on the subject. For instance, bread, rolls, biscuit, etc., discuss the value of different kinds of flour, different processes of making bread, and have samples of the different breads brought in by the members and served as sandwiches with chocolate or tea, forming the refreshments for the evening."

From the Pacific Slope, with an order for literature, comes this cry from a mother's heart:

"May I ask as a personal favor that you will add any suggestion that may be helpful to one who has just been appointed President of the Parent-Teacher Circle here in —? I am the mother of seven children, six of whom are living. Four years ago I knelt at the side of a dying child. I prayed as the light in my child's life burned out that that life might be a guiding light to my life in the years to come. That I might see the needs of the world and do all in my power for the advancement of childhood. The opportunity seems to have come, and with it the realization of the great need of such an organization as the Congress of Mothers."

From distant China comes a letter from a Chinese teacher who has not been slow to catch the idea that it is the "little child" who "leads" the world over. He writes in quaint broken English: "We teachers making conversation with the parents as the American schools do, are able to reach many homes."

From every section of the country, indeed from the world over, we find all eyes focussed on the child of to-day. The work is vast, there is much, so much yet to be done. Let us at this blessed season look back over the centuries, and lo, we see again "The Child," and hear the "Good will" song ring out not only over the Judean plain, but far down the ages yet to come until its echoes ring of that Glad Day when children everywhere shall enter into their rightful heritage.

No, "one never tires if one can see far enough."

The magazine prints this month an interesting and able article by the English author, Mrs. Flora A. Steele, on "Work and Play."

There is much in it which is valuable and appropriate to our American life and to the present time. Following several generations of difficult, pioneer living, in which even the youngest children must share the self-denial and hardship, there has come an inevitable reaction, in which life is being made too easy for many children. Better schools, increased material prosperity, improved means of transportation, the changes in domestic life brought about by modern inventions, the decay of Puritan ideals of living—all these have combined to make life so much easier for the rising generation that Mrs. Steele's warning note needs to be sounded, both because our children have too few duties, and also because they are growing to feel that all work is duty and cannot be pleasure.

Yet, in reading the article, one feels strongly that it is written by one of those happily-placed people who have never known the meaning of hard, grinding toil. It is one thing to do the work one wishes to do because one enjoys doing it, and another to be driven to uncongenial tasks by the whip of necessity. Much of the hard, routine work of the world must be done in this way, daily toil for daily bread, and the incentive of duty is needed to keep the halting spirit and weary body to their task.

True, we must try to so place our children in life that their work may be congenial, but endless drudgery surrounds most vocations; for every hour of the joy of creative work there must be many hours of dull and tedious labor.

"The task, in hours of insight willed,
Can be in hours of gloom fulfilled."

"The last stage in the mental development of each man and woman is only to be reached through the proper discharge of the parental duties. How admirable is the ordination by virtue of which human beings are led by their strongest affections to subject themselves to a discipline which they would else elude!"—HERBERT SPENCER.

STATE NEWS.

CALIFORNIA.

California reports an enthusiastic State meeting at Los Angeles on November 15th.

The reports continue to show the royal work of the Emergency Committee in packing boxes for earthquake sufferers.

Subjects discussed at this State meeting ranged all the way from such practical questions as the pros and cons of breakfast foods and the disposal of garbage, to the ever-burning topic, "What is Worth While in Education?" considered from the standpoints of the mother, teacher and child.

A novel feature of the Congress was a reception tendered by the mothers to the teachers.

NEW JERSEY.

The sixth annual meeting of the New Jersey Congress of Mothers, in Moorestown, was of even more interest than its predecessors. The keynote of the Congress was ethical. The ethics of social relations, especially in the duty of society to children, was considered by Mrs. Florence Kelley in her talk on "Children Who Work, and Women Who Spend," and also in the paper of Dr. Brewer, of The Children's Home Society.

The ethics of home and school training was brought out by Mrs. E. C. Grice, founder of the New Jersey Congress, and by Miss Lillian A. Williams, of the New Jersey State Normal School; and the ethics of personal life and of the relation of parents and children was beautifully brought out in the address of Rufus M. Jones, of Haverford College, on "The Spiritual Nature of the Child."

PENNSYLVANIA.

The Pennsylvania Congress of Mothers was in session at Johnstown during the first three days of November.

At every session some phase of the State's duty to its children was emphasized. Mrs. Schoff opened the discussion in a paper entitled "Links in the Chain of Child Care," and the effort of every meeting afterward was to strengthen some one of those links by showing where improved conditions were needed in factories, in schools or in the care of delinquent or defective children. A fine paper was given by Walter George Smith on "Divorce,"

bringing out the facts that the greatest evil of divorce is its effect on children, and that the evil can be lessened only by a better education concerning marriage.

The Civic Club of Johnstown gave the delegates a delightful reception and automobile ride.

The Pennsylvania Congress has been fortunate in securing the co-operation of Dr. Martin G. Brumbaugh, the new head of Philadelphia's school system, in establishing Parents' Circles in the Philadelphia schools.

NEXT CONFERENCE, NATIONAL CONGRESS OF MOTHERS,

Los Angeles, California, May 10th to 16th, 1907

The cordial invitation of the California Congress is renewed for 1907, and the enthusiasm regarding the coming of the National Congress is increasing every day.

RAILROAD RATES.

The railroads have granted a rate of one fare for the round trip. An additional charge of \$12.50 is made for return through Portland.

Tickets will be on sale at Chicago from April 25th to May 18th, both inclusive, and will carry going transit limit of July 26th, with final return limit of July 31st.

Arrangements will be made to visit the Grand Canyon, Santa Catalina Island, Mt. Lowe, Pasadena and Yosemite Park.

"Winter is the childhood of the year. Into this childhood of the year came the Child Jesus; and into this childhood of the year must we all descend. It is as if God spake to each of us according to our need: My son, my daughter, you are growing old and cunning; you must grow a child again with My Son this blessed birth-time. You are growing old and selfish, you must become a child; you are growing old and careful, you must become a child; you are growing old and petty and weak and foolish, you must become a child—My child, like the Baby there, that strong sunrise of faith and hope and love lying in his mother's arms in the stable."—GEORGE MACDONALD.

GAMES IN FOREIGN AND AMERICAN SCHOOLS.

M. V. O'SHEA, PRINCIPAL OF THE SCHOOL OF EDUCATION, UNIVERSITY OF WISCONSIN.

The feature of English education which impresses an American student more favorably than anything else, perhaps, is the importance attached to athletic training in the great schools, and the provisions made therefor. It is inspiring to one who believes that well-trained muscles are essential to a well-balanced mind to visit any of the so-called "public" schools, such as Eton or Rugby, and observe how *all* the boys engage in wholesome, developing games and sports, which are regarded by the masters as a regular part of school training, and which are required in much the same way as Latin or mathematics. The masters themselves play cricket and other games with the boys, and in this way teachers and pupils are brought into closer and usually more vital and helpful relations than could ever be had in the classroom alone. At Eton I saw the headmaster, Mr. Lyttleton, who was a famous cricketer as a collegian, training a cricket team, and for the moment he was just one of the boys, but more skillful than any of them.

At Oxford and Cambridge the men appear to participate in games far more generally and systematically than do our university students. The various colleges are provided with spacious grounds for cricket, football and tennis, and it seemed to me that most, if not all, the students were interested practically and wholesomely in one or another of the games. Athletics in England have not run into professionalism as they have in America, thus destroying their value for the majority of students. The entire athletic spirit in English colleges is more wholesome and rational than with us. And the result seems apparent in the healthy tone among the students. Nothing is probably quite so good for boys and young men as a reasonable amount of systematic indulgence in games which they enjoy. Body, intellect and morals are all effected favorably thereby.

The English girls in several private schools which I saw give about as much attention to cricket as do the boys at Eton, and the result is marked in the superior physical development of the

girls. English girls of fifteen, say, seem conspicuously better developed physically than our own girls of this age. Several of the teachers in the great St. Leonard's School for girls at St. Andrews, Scotland, said they had given the matter particular attention, and had concluded that English girls are much stronger physically than their American sisters; and one reason for this is that the former live a more natural and healthful out-door life. I saw the girls in this school playing cricket and tennis every afternoon as regularly as they attended classes during the mornings. Everything about the school suggests simplicity in dress and food, and a generous amount of time each day spent in the open air in free, unconstrained play. And these girls come mainly from the aristocratic homes of Great Britain.

The English are more successful in their physical education than are any of the other European nations, so far as I have observed. The Germans give a great deal of attention to gymnastics, but they discourage games and sports. Physical exercise, as I saw it in Berlin, was all of a formal, military character. Pupils are not permitted to *play* during school intermissions; if they are not taking their gymnastics they must walk soberly and stiffly about the school-yard. There is a striking contrast in this respect between a German and an American school; in the latter we think pupils should relax during free periods, and be spontaneous; but in the former there is never any cessation of military control. This runs through all the work, even in the secondary schools. The German university students go in for out-of-door sports very much less than the students in England, and it is probable that they are the worse off on this account, for they spend a considerable part of their time and energies in much less wholesome ways. The situation is even worse with the students in France and Italy, where interest in all forms of physical education and healthful competitive games seems to be at a low ebb as compared with England, or even America.

The writer feels strongly that American teachers should on every suitable occasion impress upon the patrons of the schools the necessity of providing opportunities for wholesome games for all school children. In most States in our country this could be easily accomplished if the need for it were generally appreciated. Here, in the Old World, some of the great cities are tearing down

whole blocks at immense cost, and establishing playgrounds. Let it be added here that a good playground, properly supervised, is one of the greatest aids to wholesomeness and good discipline in any school. It is, at the same time, of inestimable service in the physical, intellectual and moral development of boys and girls.

TENTH ANNIVERSARY.

The Conference of 1907 marks the tenth anniversary of the organization of the Congress, and it is significant that its growth has carried it from the Atlantic to the Pacific Coast, and that it has been organized in the majority of the States between.

What it has accomplished in the awakening of more thoughtful, intelligent consideration of childhood is beyond estimate, for things of the spirit cannot be measured by earthly standards.

The ten years, however, have their victories and achievements that may be measured, and a review of work done, and of good things yet remaining, will be appropriate as the Congress meets at the close of its first decade.

California will give a royal welcome to all who are interested in the welfare of children, and every individual and organization is invited to participate.

JUVENILE COURT NEWS.

Canada is interested in the establishment of Juvenile Courts and Probation. The Children's Aid Society of Ottawa has taken the initiative by sending two ladies to Philadelphia to study the probation work in that city.

This society, after conferring with the Governor-General as to a convenient date, has fixed December 4th, and has asked Mrs. Schoff to present the subject and aid them in planning the legislation which they must secure. Parliament is in session, and as the movement has interested official circles, it is probable there will be little difficulty in passing whatever laws are necessary.

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AIMS AND PURPOSES OF National Congress of Mothers



To raise the standards of home life. To develop wiser, better-trained parenthood.

To give young people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform the duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may co-operate intelligently in the education of the child.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of law-breakers and criminals.

To use systematic, earnest effort to this end, through the formation of Mothers' Clubs in every Public School and elsewhere; the establishment of Kindergartens, and laws which will adequately care for neglected and dependent children, in the firm belief that united, concerted work for little children will pay better than any other philanthropic work that can be done.

To carry the mother-love and mother-thought into all that concerns or touches childhood in Home, School, Church, State or Legislation.

To interest men and women to co-operate in the work for purer, truer homes, in the belief that to accomplish the best results, men and women must work together.

To secure such legislation as will ensure that children of tender years may not be tried in ordinary courts, but that each town shall establish juvenile courts and special officers, whose business it shall be to look out for that care which will rescue, instead of confirm, the child in evil ways.

To work for such probationary care in individual homes rather than institutions.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for correction and reform.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman, who is interested in the aims of the Congress, is cordially invited to become a member and aid in the organized effort for a higher, nobler national life, which can only be attained through the individual homes.